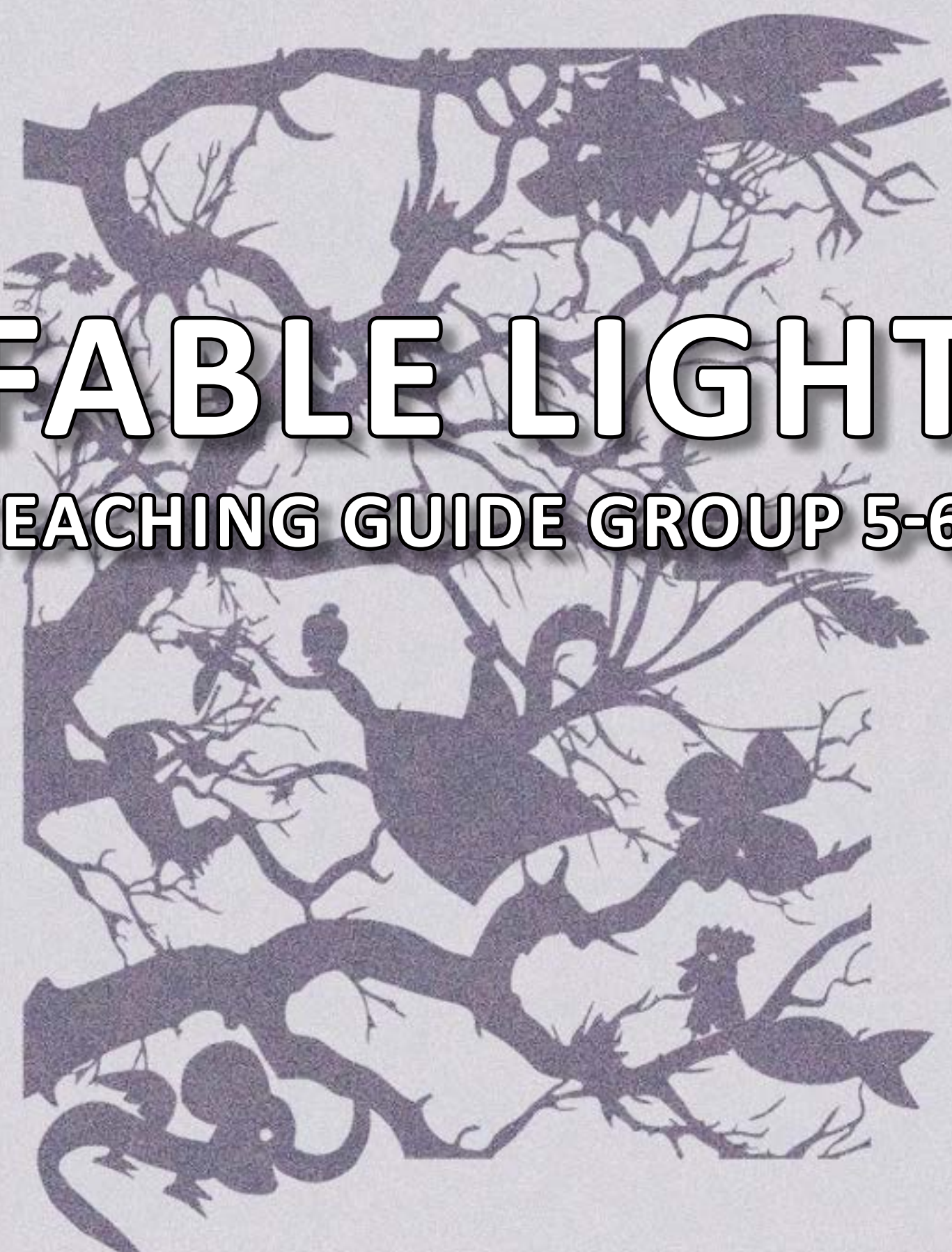




FABLE LIGHT

TEACHING GUIDE GROUP 5-6

We're delighted that you're taking part in GLOW!

During this edition of GLOW, themed "Connect", we explore how light brings people together. From 7 to 14 November 2026, Eindhoven and the surrounding region will be dedicated to light, connection, and imagination for eight days. Special collaborations and impressive light artworks will emerge throughout the area.

Each year, CultuurStation supports the organization of GLOW with a special project for schools: GLOW Next Generation.

Fable Light

For Hugo Vrijdag's light artwork, thousands of children and young people will work together throughout this school year to create a shared story. During GLOW, this story will be brought to life in St. Catherine's Church (Catharinakerk) in Eindhoven. Schools across the region will also present it in their own towns and villages.

All participating groups work together around the theme **Fable Light**. This project connects cultural education, citizenship education, and the expertise of various artists. Pupils draw inspiration from fables and create silhouette-style artworks that together become part of one large light installation.

From Grade 5 onwards, classes can choose between one or two assignments: 2D and/or 3D.

2D Assignments

Pupils create their own artworks to inspire the artist. Together, all individual artworks form one large artwork in the classroom. You may even spot one of your pupils' drawings projected during GLOW!

Please note: Upload the artworks before 12 October.

Fable (Grades 1-2)	Pupils create large black silhouettes of people or animals from a fable. The figures are constructed using simple basic shapes.
Mythical creature (Grades 3-4)	Pupils design fantasy animals starting from a black shape and develop them into complete silhouettes.
From Animal to Mythical Creature (Grades 5-6)	Each pupil creates a unique fable creature by designing, cutting out, and combining different animal shapes into a completely new being.
Fable Banner (Grades 7-8 and Secondary School Years 1-2)	Pupils design a story using decorative elements inspired by fables, nature, and animals. Together they tell this story in the form of a continuous garland.

3D Assignments

Each pupil creates their own Fable Light. Groups of twelve Fable Lights are then connected to form a disc. The artist stacks these discs into illuminated columns, allowing the work of all pupils to literally and figuratively shine during GLOW.

Fable Light (Grades 5-6)	Pupils create their own drawing using light. By pricking small holes in paper, they create illuminated shapes and figures that together tell a story. The light drawings are attached in groups of twelve, forming a magical, light-filled column.
Fable Light (Grades 7-8 and Secondary School Years 1-2)	Pupils each create a section of a continuous story within their own window frame, inspired by fables, nature, and animals. The individual window frames are then connected, together forming a magical, illuminated column.

Would you like to learn more about GLOW 2026?



Project Description: Fable garland

Pupils design a mythical creature on a cardboard window frame, inspired by a fable. By using a pin tool to make small holes along the lines of their drawing, they create a pattern of light. The closer the holes are together (but not too close), the more light will shine through.

Twelve window frames are combined to form a circle, and several circles together create a light column that is illuminated from within.

Lesson structure

Duration:	Approximately 60 minutes
Teaching format:	Whole-class introduction followed by individual work
Subject areas:	Visual arts education
Curriculum objectives	Objective 35: Artistic and creative capacity Creative making and thinking strategies The pupil uses creative making and thinking strategies within an artistic process and reflects on the choices made. Objective 36: Creating and giving meaning Visualizing and creating The pupil expresses ideas meaningfully through artistic forms. Artistic techniques and skills The pupil applies artistic techniques and skills when creating artwork.
Learning objectives	• I can design a mythical creature. • I can add distinctive features to my mythical creature. • I can explain why my animal looks the way it does. • I can use my imagination to create something new.
Materials needed	Cardboard window frame (supplied by GLOW) Pin tool (supplied by GLOW) Pencil Stapler PowerPoint presentation introducing GLOW and fables

Lesson organization

Display the PowerPoint presentation on the interactive whiteboard and go through it with the whole class. The presentation contains information about GLOW, the Fable Light project, and inspirational images.

If your class has also completed the 2D assignment, start the PowerPoint from slide 11.

As additional inspiration, you may read Hugo Vrijdag's story "Fable Light" aloud to the class.. [GLOW - GLOW KIDS](#)

Lesson sequence

Step 1: Looking at shape and meaning / making associations

Objective: To engage pupils with the concept of Fable Light and the illuminated light column.

Activity: View the PowerPoint together. Introduce: GLOW, The Fable Light project. How the pin-pricking technique works to create illuminated designs

Step 2: Instruction

Objective: To understand the assignment and learn the pin-pricking technique.

Activity: Each pupil receives a cardboard window frame with pre-scored fold lines.

Carefully fold along the scored lines and secure the corners with a staple. Make sure that the tabs are positioned on the outside of the short side. Next, have the pupils draw a mythical creature on the cardboard using pencil.

Emphasize that the design should not contain too many details. Simple, recognizable shapes work best when illuminated.

When the drawing is finished, pupils use a hole puncher (pricker) to make small holes along the lines of their drawing. Do not punch the holes too close together, as this can weaken and tear the cardboard. On the other hand, placing several holes close together can create illuminated areas that glow more brightly.

Step 3: Creation

Objective: To independently design and puncture their own light window.

Activity: Pupils fold their window template, draw their mythical creature in pencil, and then trace the lines by punching holes with the pricker. See the step-by-step guide on page 5.

Step 4: Presentation

Objective: To take pride in the collective result.

Activity: Once all window panels are completed, they are stapled together to form a circle of twelve panels, with the curved side facing outward. Several circles are then stacked to create a column. When a light is placed inside the column, all the punched drawings illuminate and sparkle as visitors walk past during GLOW.

Tip: While folding and punching, take care not to tear the cardboard. Avoid placing holes too close together and do not apply too much pressure to the corners.

Tips for presenting the work at school

- Display the individual window panels, or a completed stapled circle, in the classroom and demonstrate the lighting effect using a flashlight.
- Invite pupils to explain to one another which mythical creature they created and the story behind it.
- Take photographs or short videos of the creative process to share with parents as a digital reflection.

May GLOW use photographs or videos of your exhibition to create an online promotional video?

If so, please send them to: info@jijmaaktglow.nl

Step 5: Reflection

Objective: To help pupils find meaning in their own work.

Activity: Discuss questions such as:

- Which mythical creature did you create, and why?
- What happens to your drawing when the light is switched on?
- How does your window panel contribute to the large illuminated column?

Submitting the Artwork

For submitting the completed circle of twelve window panels, please follow the most current instructions and submission deadlines provided by GLOW / CultuurStation.

Write the name of the school and the class on the circle. Package the circles carefully, as the punched cardboard structures are delicate and may tear.

Do you have too few or too many panels to create complete circles of 12? Complete the circle with panels from another group within the school. If no other group is participating, ask a few pupils to create an additional panel.

FABLE LIGHT



Materials needed for the lesson

Cardboard window frame, Pin tool, Pencil, Stapler, Folding the window frame



Folding the window frame

Carefully fold along the scored lines of the cardboard window frame. Secure the corners with a staple. Make sure the tabs are positioned on the outside of the short side.



Drawing a mythical creature

Using a pencil, draw a mythical creature on the cardboard. Keep the design simple and avoid too many details.



Pricking the design Use the pin tool to make small holes along the lines of your drawing. Do not place the holes too close together, as this may cause the cardboard to tear. Creating several holes close together will allow more light to shine through and make an area appear brighter.



Assembling the circle

Use a stapler to attach the window frames together, forming a circle of twelve frames. The indented (pin-pricked) side should face outward.



Finished!

The circle is now complete and ready to be admired during GLOW.

Tip! Demonstrate the lighting effect in the classroom by shining a flashlight behind the artwork or placing a battery-operated tealight inside it.

About This Lesson.

This teaching guide and accompanying PowerPoint are developed based on process-oriented didactics. They align with the development of cultural competencies as described in De Culturele Ladekast (The Cultural Drawer). This approach helps students develop their creativity in a structured and meaningful way.

The goal of these lessons is not only to produce a beautiful final artwork, but above all to guide students through their creative and personal growth process.

They explore their visual and cultural abilities and get the opportunity to present their work during GLOW, an event where art and technology come together.

The Cultural Drawer & Didactic Model for Visual Arts Education

The Cultural Drawer is a framework that helps students engage more consciously with culture. It identifies four cultural competencies that are addressed in each phase of the lesson:

- **Receptive ability** – being open to impressions. The student experiences, feels, observes, listens, moves, and recognizes.
- **Creative ability** – shaping ideas. The student imagines, creates, and visualizes.
- **Reflective ability** – looking back and giving meaning. The student names, interprets, and evaluates.
- **Analytical ability** – researching and understanding. The student makes connections, explains, and assesses.

These abilities are integrated into the assignments and clearly reflected in the lesson structure. They form the core of the learning process.

Didactic Model for Visual Arts Education

This model focuses on the learning process within visual arts. The emphasis is not on the final product, but on the journey toward it. The didactic structure consists of five phases:

1. Orientation
2. Information
3. Instruction
4. Creation
5. Reflection

The combination of these two models allows teachers to guide students purposefully in their artistic development.

What Is Process-Oriented Didactics?

Process-oriented didactics means that students take ownership of their learning process. The teacher creates an environment where freedom, curiosity, and self-discovery are central. Students are encouraged to experiment, try, fail, and start again. This approach requires a different role from teachers: They guide, stimulate, and ask deepening questions rather than directing or pre-defining outcomes.

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The Four Steps of the Creative Process

In these lessons, we follow four structured steps that shape the creative process:

1. Wonder – Spark curiosity and stimulate a sense of amazement
2. Explore – Deepen understanding, experiment, and gather inspiration
3. Create – Develop ideas into a personal visual artwork
4. Present – Share the work and its meaning with others

Each step is connected to one or more cultural competencies. The questions and assignments in the PowerPoint are aligned with these steps and provide guidance to help students develop these abilities intentionally.

The Role of the Teacher

For many educators, process-oriented didactics is not yet second nature. This approach requires a shift from knowledge transmission to facilitation. In this program, teachers learn how to stimulate creative processes by:

- Providing inspiring examples
- Allowing space for student choice and autonomy
- Asking open-ended questions that encourage thinking and reflection

This creates a learning environment where creativity, innovative thinking, and entrepreneurship can flourish.

The Goal of Visual Arts Education

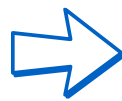
The aim of visual arts education is to help students become visually literate:

They learn to both understand and use images. By becoming familiar with their own visual expression—and that of others—they learn to give meaning to the world around them. It's about learning to think about images, but also to think in images. In doing so, they develop their own visual capacity.

Want to Learn More?

Curious about how the Cultural Drawer works?

Click the image to view the explanation:



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